

English 11 Essential Curriculum

American Literature

Goal I The student will demonstrate the ability to apply concepts of word, phrase, clause, and sentence (including subject-verb).

Objectives - The student will:

- a. Differentiate connotative from denotative meanings of words. (VSC 1.1.4)
- b. Explain how a dependent (subordinate) clause is a sentence component that can function as a modifier (adjective clause, adverb clause) by: (VSC 4.1.1)
 - Identifying a clause as a group of words with both a subject and verb that functions as a sentence component.
 - Using clauses to add information or details to a sentence (in the same way single word or phrase modifiers are used).
- c. Explain how some words and phrases (gerunds, gerund phrases) can take the place of nouns in a sentence (*Running is my favorite hobby. He hates driving a car at night.*) (VSC 4.1.1)

Goal II The student will demonstrate the ability to achieve sentence fluency through sentence combining and sentence composing. (VSC 3.2.3)

Objectives - The student will:

- a. Use coordination and subordination of sentence components by: (VSC3.2.3)
 - Subordinating sentence components to link or contrast related material.
 - Identifying sentence-combining possibilities during the revision stage of student composing.
- b. Employ sentence combining as a support or scaffolding for original sentence composing by: (VSC 3.2.3)
 - Using particular and identifiable types of phrases and clauses acquired through sentence combining for ongoing composing.
 - Using skills acquired through sentence combining during the revision stage of the composing process to improve sentence maturity.
- c. **Discover how a variety of paragraphs is possible and acceptable from a series of single clusters related by theme or topic by:**
 - Exploring the combination of a series of clusters so that a paragraph results from individual sentence combinations.
 - Comparing student-generated paragraphs.

- d. **Apply the conventions for punctuating phrases and clauses by:**
- Using commas to set off a nonessential adjective clause.
 - Using a comma to set off an adverb clause where appropriate (e.g., an introductory or interrupting adverb clause, but usually not an adverb clause at the end of a sentence) (VSC3.2.3)

Goal III The student will demonstrate the ability to achieve style through the manipulation of syntactic elements.

Objectives - The student will:

- a. Vary the placement of individual components (words, phrases, and clauses) as modifiers by:
- Placing modifiers clearly and effectively in any of three basic positions (introductory, interrupting, closing). (VSC 3.2.3)
- b. Use coordination and subordination of sentence components effectively by:
- Improving the rhythm of a composition with appropriate coordination. (VSC 3.2.4)
- c. Use parallel grammatical components when appropriate by:
- Identifying situations in which parallel structure is needed (e.g., in a series, in comparisons).
 - c. Eliminate or reconstruct misplaced or dangling modifiers after:
 - Identifying dangling modifiers as phrases or clauses that do not logically seem to modify any word in a sentence (e.g., *Watching television, the screen suddenly went blank.*). (VSC 3.2.3)
- d. Revise sentences for conciseness and clarity using specific, precise language. (VSC 3.2.3)**
- e. Select language to create appropriate tone by:
- Choosing tone effectively (e.g., humorous, urgent, formal, informal) for purpose and audience.
 - Recognizing how word choice affects tone. (VSC 3.2.3)

Goal IV The student will demonstrate the ability to recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)

Objectives - The student will:

- a. Gain an appreciation of the many different dialects of English through study of oral discourse, film, and literature by describing linguistic variables that define dialect.
- b. Explore the status of Standard English as a language of wider communication in academic and career settings by recognizing how the language of wider communication becomes the language of power.
- c. Identify and use formal and informal language appropriate to a particular purpose and audience by:
 - Employing informal language to achieve a desired literary effect (e.g., anecdote, dialogue, description).
 - Revising a text to address a new audience, purpose, or tone.

UNIT I: A Meeting of Traditions

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives- The student will be able to:

- a. Identify specific structural elements of particular literary forms: poetry, essay, and journalistic writing by: [CLG1.1.5] (VSC 1.2.1)
 - Recognizing cultural influence in the songs and myths of Native Americans
 - Comparing the structure of poetry written by Colonial poets with that of Revolutionary poets
 - Analyzing how journal entries reflect the time period in which they were written
 - Analyzing the effectiveness of political rhetoric.
- b. Examine meaning by determining how the speaker, organization, sentence structure, word choice, tone, rhythm, and imagery reveal an author's purpose by: [CLG 1.2.2] (2.1.2)
 - Determining the essayist's tone as indicative of the Revolutionary Period
 - Recognizing imagery in poetry written during the Colonial Period.
- c. Use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose, and making predictions by: [CLG1.1.1] (VSC 1.1.1)
 - Defining "didactic" and discussing its relationship to Colonial literature
 - Exploring ornate language
 - Discussing prior knowledge about the "English" spelling for common words which differ from American spelling
 - Defining "aphorism" and the significance of aphorisms in Franklin's writings
 - Discussing the epistolary structure (letter format) and its significance in Bradford's/Sewell's writings.
- d. Use during-reading strategies appropriate to both the text and purpose for reading by visualizing, making connections, and using fix-up strategies such as rereading, questioning, and summarizing when reading poetry, histories, and essays [CLG 1.1.2] (VSC 1.1.2).
- e. Use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading [CLG1.1.3](VSC 1.1.3).
- f. Make inferential connections between literary and non-literary text.
- g. **Analyze the use of rhetoric used in essays, poetry, and speeches by: G/T (VSC 1.2.1)**
 - **Evaluating an author's choice of diction to create a tone (VSC 2.1.2), (VSC 1.2.1)**
 - **Determining the effectiveness of argumentative devices.**

h. Determine the effectiveness of language used in self-selected essays. G/T

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives- The student will be able to:

- a. Construct diary entries which reflect the writing styles of the Colonial diarists. (VSC 3.1.1)
- b. Compose an editorial addressing societal concerns of the Colonial Period. Construct logical arguments for panel discussions such as “The Literary Value of Reading a Personal Diary,” or “The need for Britain to stifle creative expression in the Colonies.” (VSC 3.1.2)
- c. Compose a 25-minute timed argumentative response to an SAT prompt. (VSC 3.1.2)
- d. **Compose an AP-type timed response by: G/T**
 - **Reading a passage, poetic or prose**
 - **Analyzing the effectiveness of the author’s use of style, tone, diction, structure, and/or rhetoric.**
- e. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2]
 - Selecting a logical sequence of ideas or sentences for a personal narrative (VSC 3.1.3)
 - Selecting an appropriate organizational structure for a personal narrative emphasizing purpose and audience (VSC3.2.2)
 - Selecting or deselecting information to suit a given purpose or audience.(VSC 3.2.2)
- f. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.
- g. Use suitable traditional and electronic resources to refine and edit a personal narrative for effective and appropriate use of language and conventions, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)

Goal 3. The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (VSC 4.1.2)

Objectives- The student will be able to:

Apply concepts of word, phrase, clause, and sentence (including subject-verb).

- a. Achieve sentence fluency through sentence combining and sentence composing.
- b. Develop style through the manipulation of syntactic elements.
- c. Recognize the power of dialects and the dialect of power (Standard English).
- d. The mechanics of Standard English for convention, clarity, and style.

Goal 4. The student will demonstrate the ability to evaluate the context, organization, and language of texts. (VSC 2.1.4)

Objectives- The student will be able to:

- a. State and explain a personal response to a primary source such as a journal or diary.
- b. Assess the effectiveness of diction that extends meaning in a persuasive speech [CLG 4.2.1].
- c. Analyze how the literature from the Colonial Period and Revolutionary Period reflects the religious, political, and social attitudes of the people.
- d. **Evaluate the effectiveness of rhetoric in the author's intent to support a position. G/T (VSC 1.2.4)**
- e. **Analyze the effectiveness of poetic devices/ literary devices. G/T (VSC 2.1.2)**
- f. **Evaluate the textual structure of poetry and how it conveys meaning G/T (VSC 2.1.2)**
- g. **Analyze the textual structure of prose and how it relates to the work as a whole. G/T(VSC 2.1.2)**

Goal 5. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Deliver a persuasive speech designed to evoke change. (VSC 5.2.1)
- b. **Explore techniques of extemporaneous speaking G/T (VSC 5.2.1)**

- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T**

UNIT II: Emerging American Visions

Goal 1. The student will demonstrate the ability to respond to a text by using personal experiences and critical analysis.

Objectives- The student will be able to:

- a. Identify historical connections and European influences on Romanticism. (VSC 2.1.3)
- b. Recognize Romantic elements by (VSC 2.1.3)
 - Identifying the influence of the supernatural, paranormal, bizarre, and mystic
 - Describing the purpose of idealized settings: woods, castles, and exotic lands
 - Explaining the choice of archetypal characters: devil, hero, and anti-hero.
- c. Define Transcendentalism by: (VSC 2.1.3)
 - Understanding ideals of self-reliance and individualism
 - Describing the impact of the author's use of the senses, including intuition as it relates to the human spirit
 - Delineating the emotional response to nature and society.
- d. Explain connections between and among themes in Romantic works. [CLG 1.2.4] (VSC 2.1.2)
- e. Explain connections between and among themes in Transcendental literature. [CLG 1.2.4] (VSC 2.1.3)
- f. Explain the effectiveness of stylistic elements such as choice of details which communicate a Romantic writer's purpose. [CLG 1.2.3] (VSC 2.1.2)
- g. Explain the effectiveness of stylistic elements which communicate a Transcendental writer's purpose. [CLG 1.2.3] (VSC 2.1.2)
- h. Extend or further develop meaning by comparing texts presented in different media. [CLG 1.2.6] (VSC 2.1.4)
- i. Use after-reading strategies appropriate to both the text and purpose for reading by summarizing, comparing, contrasting, synthesizing, drawing conclusions, and validating the purpose for reading when: [CLG1.1.3] (VSC 1.1.3)
 - Identifying the use of figurative language
 - Investigating symbolic meaning.
- j. **Analyze how the author uses theme, style, syntax, and literary elements to illustrate traits of Romanticism and Transcendentalism. G/T**

- k. **Analyze the use of rhetoric used in essays, poetry, and speeches of the time period by: G/T**
 - **Evaluating an author’s choice of diction to create a tone.**
 - **Determining how the structure, details, and syntax convey an author’s purpose.**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives- The student will be able to: (VSC 3.1.2)

- a. Compose to persuade by writing an argumentative essay in response to a quotation such as the two listed here:

"If a man does not keep pace with his companions, perhaps it is because he hears a different drummer. Let him step to the music he hears, however measured or far."

Henry David Thoreau

“The effect of society, [Emerson] thought, was not to strengthen the individual, but to breed conformity and fear.

<http://www.freeessays.cc/db/18/esv300.shtml>

In the argumentative essay, the student will be able to:

- Compose a thesis which takes a stand for or against a place for individualism in today’s society.
 - Express ideas in a logical and organized manner.
 - Select and organize ideas for specific audiences and purposes. [CLG 2.2.2] (VSC 3.2.1)
 - Formulate and support one point of view consistently.
- b. Compose a 25-minute timed argumentative response to an SAT prompt.
 - c. **Compose an AP-type timed response prompt by: [G/T]**
 - **Reading a passage**
 - **Analyzing rhetoric of the passage, particularly diction, tone, structure, syntax, and/or rhetorical elements.**
 - d. **Analyze the effectiveness of rhetoric in an analytical essay. G/T**
 - e. **Analyze the textual structure of poetry/prose and how it relates to the work as a whole. G/T**
 - f. Compose a professional résumé appropriate for the junior year World of Work interview by: (VSC 3.1.1)
 - Selecting an appropriate format
 - Including relevant categories including:
 - Objective
 - Education
 - Work experience
 - Community Service
 - Extra-Curricular activities
 - References.

- Using suitable traditional and electronic resources to edit texts for effective and appropriate use of language and conventions [CLG 2.2.5] (VSC 3.2.4)
- g. Compose a business letter suitable for use as a cover letter to accompany a résumé by: (VSC 3.1.1)
- Selecting an appropriate audience
 - Choosing the correct format including salutation, body, and closing
 - Listing relevant personal attributes, interests, or qualifications.
- h. Formulate a response to possible interview questions while:
- Maintaining eye contact
 - Using formal English
 - Demonstrating proper decorum.
- i. **Construct a personal narrative as part of the college application process to accompany the resume and cover letter by: G/T (VSC 3.1.1)**
- **Researching colleges of their choice and expectations placed on the student by those universities**
 - **Choosing the correct form to respond to the application’s question**
 - **Creating a particular tone and voice to address the demands of the question.**
- j. Select and organize ideas for specific audiences and purposes by: [CLG 2.2.2] (VSC 3.2.2)
- Selecting a logical sequence of ideas or sentences for persuasion or narration
 - Selecting an appropriate organizational structure for persuasion or narration
 - Selecting or deselecting information to suit a given purpose or audience.
- k. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
- Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.
- l. Use suitable traditional and electronic resources to refine and edit for effective and appropriate use of language and *conventions*, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)

Goal 3. The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (VSC 4.1.2)

Objectives-The student will be able to:

- a. Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- b. Achieve sentence fluency through sentence combining and sentence composing.
- c. Develop style through the manipulation of syntactic elements.
- d. Recognize the power of dialects and the dialect of power (Standard English).
- e. Apply the mechanics of Standard English for convention, clarity, and style.

Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives- The student will be able to:

- a. Alter the tone of a descriptive passage from literature by changing informal to formal writing (or vice versa). [CLG 4.3.1] (VSC 3.2.3)
- b. Assess the effectiveness of his or her organizational pattern in an expository essay. [CLG 4.2.1]
- c. Evaluate the quality of resumes and their relationship to specific career or educational choices.
- d. Evaluate the use of transitions and their effectiveness. [CLG 4.2.3]
- e. Evaluate the quality of cover letter choices and their relationship to specific career or educational choices.
- f. **Evaluate the effect Henry David Thoreau's Walden experiment had on American society then and now. G/T (VSC 2.1.5)**
- g. **Evaluate the textual structure of prose/poetry and how it conveys meaning of the text. [G/T] (VSC 2.1.2)**

Goal 5. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats. (VSC 5.1.1)

Objectives – The student will:

- a. Present arguments in panel discussion/seminar format.
- b. **Deliver an extemporaneous speech. [G/T] (VSC 5.2.1)**
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.3)**

UNIT III: American Frontiers

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives—The student will be able to:

- a. Use pre-reading strategies appropriate to both the text and purpose for reading by surveying the text, accessing prior knowledge, formulating questions, setting purpose(s), and making predictions by: [CLG 1.1.1] (VSC 1.1.1)
 - Demonstrating an understanding of the effect of social conditions on turn-of-the-century American literature
 - Making connections among literature, culture, and history
 - Recognizing the implications of text features such as title, subheadings, pictures, forewords, and prefaces
 - Linking appropriate experiences and prior knowledge about the topic, author, or type of material to selected plots, characterization, settings or themes
 - **Defining Realism as the author’s ability to portray the everyday experience through his characters, setting, plot, and conflict.**
- b. Use during reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.2](VSC 1.1.2)
 - Making a connection to the text and the definition of Regionalism as the author’s ability to capture dialect, culture, traditions and occupations of the society
 - Making a connection to the text and the definition of Naturalism as an extension of Realism, as the author’s presentation of an individual character caught by the forces of an apathetic universe
 - Making connections between plot, characterization, setting and themes with relevant prior knowledge to the Realism and Naturalism movements and the psychological novel
 - Identifying major authors, popular genres, and recurring themes associated with Realism and Naturalism, in literature
 - Identifying levels of interpretation including literal, figurative, and psychological
 - Tracing a recurring theme or motif throughout a novel
 - Demonstrating an understanding of the immigrant experience and its influence on American literature.
- c. Use after-reading strategies appropriate to both the text and purpose for reading by: [CLG 1.1.3] (VSC 1.1.3)
 - Summarizing an author’s belief and attitudes

- Comparing and contrasting various pieces of literature for the purpose of recognizing tenets of Realism, Regionalism, and Naturalism (VSC 2.1.3)
- Drawing conclusions as to how Regionalism, Naturalism and the psychological novel are outgrowths of Realism (VSC 2.1.3)
- Validating the purpose for reading by examining how Realism in America grew out of writers' concerns with portraying everyday experience (VSC 2.1.3)
- Differentiating Realism from Romanticism according to style, structure, diction, imagery, and tone (VSC 2.1.3)
- **Comparing various forms of poetry in Realism, Regionalism, and/or Naturalism, particularly addressing subject matter, structure, literary and figurative elements, tone and diction, and imagery. G/T**

Goal 2: The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives- The student will be able to:

- a. Parody a self-selected text from the American frontier time period using contemporary themes. (VSC 3.1.1)
- b. Locate, retrieve, and use information from various sources to produce a documented research paper that analyzes an American writer's works by: [CLG 2.3 (VSC 3.3.1 and 3.1.4)]
 - Identifying sources of information on a self-selected and/or given topic [CLG 2.3.1] (VSC 3.3.2, 3.2.1)
 - Using various information retrieval sources (traditional and electronic) to obtain information on a given topic [CLG 2.3.2] (VSC 3.2.2)
 - Using a systematic process for recording documenting and organizing information [CLG 2.3.3] (VSC 3.2.2)
 - Synthesizing information from two or more sources [CLG 2.3.5] (VSC 3.2.2)
 - Outlining a presentation in written form
 - Stating facts and opinions based on research.
- c. Apply techniques of expository writing using the prewriting, drafting, and revision strategies of effective writers to produce the documented research paper by: [CLG 2.2]
 - Using a variety of prewriting strategies to generate and develop ideas [CLG 2.2.1] (VSC 3.2.1)
 - Selecting and organizing ideas for specific audiences and purposes [CLG 2.2.2] (VSC 3.2.2-3)
 - Revising texts for clarity, completeness, and effectiveness [CLG 2.2.3] (VSC 3.2.4)
 - Using suitable traditional and electronic resources to edit texts for effective and appropriate use of language and conventions. [CLG 2.2.5] (VSC 3.2.4)
- d. Respond to an SAT prompt within a 25-minute time period.
- e. **Compose an AP-type timed writing response by: G/T**
 - **Reading a passage, prose or poetic.**

- **Analyzing the passage for language, structure, syntax, diction, and/or tone.**
- f. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
- Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice
 - Examining organization.
- g. Use suitable traditional and electronic resources to refine and edit for effective and appropriate use of language and *conventions*, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)
- h. Use a systematic process such as the Big6 for recording, documenting, and organizing information including: [CLG 2.3.3] (VSC 3.31, 3.3.4)
- Appropriate strategies for taking notes
 - Appropriate strategies for organizing source information or notes
 - Information to include or exclude when using a note-taking method
 - Advantages, disadvantages, or limitations of a given strategy or procedure for recording or organizing information (e.g., paraphrase, summary, direct quote)
 - Advantages, disadvantages, or limitations of sources of information (e.g., bias, accuracy, availability, variety, currency)
 - Information to include or exclude in a reference citation when using either traditional or electronic sources of information.
- i. Demonstrate an understanding of academic integrity and all its implications.
- j. Use Turnitin.com as outlined by the teacher.

Goal 3. The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking. (VSC 4.1.1)

Objectives- The student will be able to:

- a. Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- b. Achieve sentence fluency through sentence combining and sentence composing.
- c. Develop style through the manipulation of syntactic elements.

- d. Recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)
- e. Apply the mechanics of Standard English for convention, clarity, and style. (VSC 4.1.2)

Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives—The student will be able to:

Describe the effect that a given text, heard or read, has on a listener or reader by:

[CLG 4.1] (VSC 1.2.4)

- Examining three poems and comparing and contrasting tone, themes, and authors' intents (VSC 1.2.4)
- Assessing the effectiveness of an author's style (VSC 1.2.4)
- Stating and explaining a personal response to the poems examined [CLG 4.1.1] (VSC 1.2.4)
- Identifying specific words, phrases, images, and symbols that support a personal response [CLG 4.1.2] (VSC 2.1.1)
- **Evaluating an author's use of rhetoric and style to make an argument. G/T (VSC 2.1.1)**

Goal 5. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of public speaking. (VSC 5.1.2)
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions. [CLG 2.2.4]
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T (VSC 6.1.3)**
- d. **Prepare a presentation that highlights major points of the documented research paper by: G/T**
 - **Deciding upon a format for the presentation**
 - **Selecting major points from the documented paper**
 - **Organizing and preparing the presentation.**

Unit IV: Modern and Contemporary Literature

Goal 1. The student will demonstrate the ability to respond to a text by employing personal experiences and critical analysis.

Objectives - The student will be able to: (VSC 1.2.4)

- a. Select passages from literature that present increasing tension resulting from internal conflicts and external conflicts by:
 - Selecting a passage from a modern or contemporary writer
 - Recognizing the opposing forces
 - Determining whether conflicts are internal or external.
- b. Identify the stages through which a dynamic character develops in a short story or novel by: (VSC 1.2.2)
 - Identifying initial action, rising action, climax, falling action, and denouement
 - Analyzing character's motivations in response to the conflicts.
- c. Identify levels of interpretation including literal, symbolic, sociological, and psychological by: (VSC 2.1.3)
 - Analyzing selected works
 - Constructing a diary that connects personal experiences/emotions with those of the characters
 - Analyzing an author's use of character, plot, narrator, conflict, symbolism, motifs, and/or setting to support the interpretation and purpose. (VSC 1.2.2)
- d. Identify the relationship between imagery and theme. (VSC 2.1.2)
- e. Explain the meaning of symbols as related to a theme. (VSC 2.1.2)
- f. Investigate descriptive passages which help to establish setting, point of view, and characterization. (VSC 1.2.2)
- g. Recognize elements of Modernism in poetry and prose as: (VSC 1.2.4)
 - A reaction to America's emergence as a world power
 - The disillusionment and uncertainty of the time period in relation to the American Dream
 - The experimentation with literary forms.
- h. Recognize elements of Postmodernism in poetry and prose as: (VSC 1.2.4)
 - A reflection of the fragmentation of society with a sense of isolation and alienation (VSC 2.1.3)
 - The experimentation with language and literary form.
- i. **Determine how the author's diction, tone, and style in an essay support the thoughts presented in short story, novel, play, or poem. G/T (VSC 1.2.2)**

Goal 2. The student will demonstrate the ability to compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose.

Objectives - The student will be able to: [CLG 2.1.2] (VSC 3.1.1)

- a. Compose various forms of lyric poetry by:
 - Selecting several lyric poems for discussion and analysis
 - Imitating lyric poem style with original topics
 - Evaluating poems for style and content.
- b. Construct a position paper with documented information from an authoritative source in preparation for a debate by: [CLG 2.3.4] (VSC 3.1.2)
 - Selecting appropriate topics in modern and contemporary literature including American assimilation, international relations, and generation gaps
 - Establishing a format for discussions
 - Adhering to debate structure and time allocations
 - Developing the proposition
 - Understanding the constructive and rebuttal speeches.
- c. Compose a narrative that reconstructs a descriptive passage from literature by changing the point of view by:
 - Selecting an appropriate passage
 - Rewriting the passage from a different point of view while maintaining the original tone
 - Creating a passage maintaining the diction, characterization, and tone of the original work.
- d. **Compose an analysis of a literary or non-literary text focusing on themes of the period (VSC 3.1.1)**
 - Analyzing the author's diction, tone, and style
 - Inferring a writer's intended theme
 - Investigating how literary or non-literary texts reflect the society of this time.
- e. Respond to an SAT prompt within a 25-minute time period.
- f. **Compose an AP-type timed writing response by: G/T**
 - **Reading a passage, prose or poetic**
 - **Analyzing the passage for language, structure, syntax, diction, and/or tone.**
- g. Revise using 6+1 Traits of Writing rubrics when: (VSC 3.2.3)
 - Examining word choice
 - Examining ideas
 - Examining sentence fluency
 - Examining word choice
 - Examining voice

- Examining organization.

h. Use suitable traditional and electronic resources to refine and edit for effective and appropriate use of language and conventions, such as capitalization, punctuation, and spelling by: [CLG 2.2.5] (VSC 3.2.4)

Goal 3. The student will demonstrate the ability to control language by applying the conventions of Standard English in writing and speaking.

Objectives- The student will be able to: (VSC 4.1.1)

- a. Apply concepts of word, phrase, clause, and sentence (including subject-verb).
- b. Achieve sentence fluency through sentence combining and sentence composing.
- c. Develop style through the manipulation of syntactic elements.
- d. Recognize the power of dialects and the dialect of power (Standard English). (VSC 4.1.2)
- e. Apply the mechanics of Standard English for convention, clarity, and style. (VSC 4.1.2)

Goal 4. The student will demonstrate the ability to evaluate the content, organization, and language of texts.

Objectives – The student will be able to: (VSC 2.1.2)

- a. Evaluate articles and informal essays by:
 - Assessing the appropriateness of tone and method of development [CLG 4.3.1]
 - Assessing the appropriateness of supports used to develop a thesis statement.
- b. Evaluate how the playwright's division of acts and scenes works to enhance the plot/character development.
- c. Evaluate the presentation of stage plays.
- d. **Evaluate the effectiveness of the author's style by: G/T**
 - **Assessing the author's plot development to provide meaning**
 - **Examining the poet's use of form and structure to convey theme, meaning, and events of the time period**

- **Evaluating the use of transitions, or lack of transitions, for a specific effect.**
- **Explaining how authors use language and expressions to affect an audience response.**

Goal 5. The student will demonstrate the ability to communicate effectively in a variety of situations with different audiences, purposes, and formats.

Objectives – The student will:

- a. Explore techniques of public speaking.
- b. Rehearse oral texts for effective application of diction, intonation, and rhetorical strategies, such as introductions, sequence, illustrations, and conclusions. [CLG 2.2.4]
- c. **Explain how structure and delivery (intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts. G/T**

Voluntary State Curriculum Grade 11

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.1: The student will prepare for reading, viewing, and/or listening to a text. ECLG 1.1.1

The student will

- *Predict the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.1*
- *Link appropriate experiences and prior knowledge about the topic, author, or type of material to the text* ECLG 1.1.1*
- *Identify an appropriate purpose for reading the text* ECLG 1.1.1*
- *Identify questions a reader would expect to be answered by reading the text* ECLG 1.1.1*
- *Identify topics of discussion that may enhance a reader's understanding of the text* ECLG 1.1.1*
- *Predict the development of topics, ideas, events, and/or themes that might logically occur in the text*
- *Synthesize background materials from a variety of sources to define a context for reading a particular text*
- *Research background information as a preparation for reading*

Objective 1.1.2: the student will monitor understanding while reading, viewing, and/or listening to a text. ECLG 1.1.2; ADP A, F

The student will

- *Determine the contributions of text features (e.g., sidebars, time lines, charts, subheadings, diagrams, illustrations, photographs) to the meaning of the text* ECLG 1.1.2, ADP F5*
- *Analyze relationships between and among ideas within the text and/or relevant prior knowledge* ECLG 1.1.2*
- *Determine the organizational pattern and use that pattern to define the author's purpose* ECLG 1.1.2*
- *Focus on similarities and/or differences in organizational patterns, text/author's purpose, and relevant prior knowledge within a text* ECLG 1.1.2*
- *Use context to determine the meaning of words and phrases ECLG 1.1.2, ADP A4*
- *Annotate and/or reread wither silently or orally to ask or answer questions about/or summarize the text*
- *Modify initial predictions about topics, ideas, events, and/or themes in the text*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.1: The student will use effective strategies before, during, and after reading, viewing, and listening to self-selected and assigned materials. ECLG 1.1

Objective 1.1.3: The student will confirm understanding after reading, viewing, and/or listening to a text. ECLG 1.1.3, ADP B, F

The student will

- *Paraphrase and/or summarize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7*
- *Compare/Contrast, draw conclusions from, and synthesize significant ideas in a text or across texts* ECLG 1.1.3; ADP B2, B3, F7, F8*
- *Predict the development, topics, or ideas that might logically be included if the text were extended* ECLG 1.1.3*
- *Select from among multiple methods of synthesizing ideas (e.g., summary, critique) ADP F4*
- *Identify areas for further reading or research*
- *Confirm the usefulness of or purpose for reading the text ECLG 1.1.3*

Objective 1.1.4: Student will apply knowledge of word meaning, context, structure, and origin to define unfamiliar words. ECLG 1.1.2, 3.2.2; ADP A

The student will

- *Determine the meaning of above-grade-level words, multiple-meaning words, colloquialisms, idioms, and other words and phrases as they are used in context* ECLG1.1.1, ADP A4*
- *Differentiate between denotative and connotative and the literal and figurative meanings of words, including idioms and colloquialisms* ECLG 3.2.2; ADP A5, A6*
- *Apply knowledge of Greek, Latin, and Anglo-Saxon roots, affixes, and cognates to draw inferences about word meaning ADP A3*
- *Apply knowledge of world mythologies (e.g., Greek, Roman, Norse) to understand the origin and meaning of unfamiliar words*
- *Apply knowledge of common words that signal relationships (e.g., words that show cause and effect, comparison, contrast, sequence, chronology)*
- *Apply knowledge of content-specific and other technical vocabulary (e.g., literary terms; theatrical expressions; political, philosophical, and historical terms) ADP A7*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.1: The student will determine the contributions of literary elements in classical and contemporary literary texts. ECLG 1.2.1, ADP H

The student will

- *Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, and moral dilemmas and ambiguities in a work of literature ADP H8*
- *Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot, and credibility of a text*
- *Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot and theme ADP H6*
- *Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism). ECLG 1.2

Objective 1.2.2: The student will determine the critical or central idea(s) of a text. ECLG 1.2.5, 1.3.5; ADP F, H

The student will

- *Analyze characters' motivations, actions, and development as they relate to the experiences, emotions, and moral dilemmas and ambiguities in a work of literature ADP H8*
- *Analyze how voice, persona, and the choice of narrator affect the characterization, mood, tone, plot, and credibility of a text*
- *Analyze the contribution of dramatic monologue, chorus, asides, soliloquies, and character foils to the development of character, plot and theme ADP H6*
- *Analyze the characteristics of particular literary subgenres (e.g., satire, farce, parody, allegory, pastoral, epic, elegy, ode) as they relate to theme and purpose ADP H3*

Standard 1: The student will comprehend and interpret a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 1.2: The student will comprehend and interpret a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts (e.g., articles, editorials, essays, speeches, literary criticism) ECLG 1.2

Objective 1.2.4: The student will interpret a literary work by using a critical approach (e.g., reader response, historical, cultural, biographical, structural). ECLG 1.3.2, 4.1.1; ADP H

The student will

- *Analyze the philosophical arguments presented in a literary work and their relationship to the author's position on those arguments*
- *Analyze foundational and other influential U.S. documents for their historical, rhetorical, and literary significance (e.g., The Declaration of Independence, Lincoln's "Gettysburg Address," King's "Letter from Birmingham Jail," Kennedy's Inaugural Address) ADP H2*
- *Apply knowledge of genre characteristics (structure) to interpret and analyze a variety of literary works (e.g., poems, novels, essays, biographies, short stories) ADP H3*
- *Interpret a single literary work from multiple critical approaches*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.1: The student will analyze organization, structure, and syntax that reveal an author's purpose. ECLG 1.2.2, ADP F, H

The student will

- *Analyze similarities in development of narrative elements across multiple works by the same author*
- *Analyze the author's use of episodic, non-linear, episodic, or other non-traditional narrative structures*
- *Explain the relationship between the purpose and the structural characteristics of different forms of fiction, nonfiction, poetry, and drama ADP H3*
- *Analyze the effect of syntax and the arrangement of phrases and sentences and their relationship to author's purpose*
- *Analyze the effect of patterns on organization and their relationship to author's purpose ADP F9*
- *Analyze the effectiveness of organization and structure in accomplishing a purpose ADP F9*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.2: The student will analyze stylistic elements in a text or across texts that communicate an author's purpose. ECLG 1.2.3, 4.2.1; ADP B, H

The student will

- *Justify the appropriateness of a specific tone and/or shift in tone for a particular character, speaker, or situation*
- *Analyze the effect of poetic and rhetorical conventions (e.g., epic conventions, metrics, rhyme scheme, rhythm, alliteration, repetition, parallelism) on meaning ADP H5, H9*
- *Analyze the effect of stylistic elements (e.g., allusion, analogy, figurative language, imagery, and symbolism) on meaning ADP B5, H9*
- *Analyze the effect of multiple speakers or a shifting point of view*
- *Analyze the extent to which a systematic use of dialect creates character and advances theme*
- *Analyze the extent to which an author's use of irony contributes to character, plot, or theme*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.3: The student will analyze connections between and among themes, ideas, and/or styles of two or more texts. ECLG 1.1.3, 1.2.4, 1.2.5, ADP H

The student will

- *Compare the development of themes/central ideas and/or styles across different literary and historical periods and diverse cultures ADP H9*
- *Analyze the relationship between the development of themes or central ideas and the particular styles of multiple texts ADP H9*
- *Analyze ways in which archetypes (e.g., hero, outcast, death-rebirth, quests, initiations) drawn from myth and tradition contribute to theme*

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.4: The student will analyze and evaluate the purpose and effect of non-print texts, including visual, aural, and electronic media. ECLG 1.2, 4.1, 4.2

The student will

- Summarize, compare, draw conclusions about, and synthesize significant ideas between and among non-print texts ADP G2
- Explain how structure and delivery (e.g., intonation, pitch, volume, pause, rate, movement, and gestures) affect the meaning of oral texts
- Explain how devices unique to a non-print medium (e.g., staging, lighting, blocking, special effects, graphics, music, camera angle) are used to create meaning and evoke response ECLG 1.3.4, ADP G3
- Evaluate the ways in which different visual, aural, and electronic media (e.g., television, radio, Internet) use their unique characteristics to inform, persuade, or entertain ADP G1
- Critique the delivery and effectiveness of oral presentations, including interviews, oral interpretations, film and stage performances, and historically significant speeches ECLG 3.1.2, ADP B5

Standard 2: The student will analyze and evaluate a variety of print, non-print and electronic texts, and other media. ECLG 1

Indicator 2.1: The student will analyze and evaluate a variety of texts, including fiction, nonfiction, poetry, drama, and informational texts. ECLG 1.2, 4.1, 4.2

Objective 2.1.5: The student will analyze and evaluate evidence and determine the credibility of information in a text. ADP E, F

The student will

- Explain why common logical fallacies (e.g., the appeal to pity, the personal attack, the appeal to common opinion, the false dilemma) do not prove the point being argued ADP E5
- Analyze written and oral communication for false assumptions, errors, loaded terms, caricature, sarcasm, leading questions and faulty reasoning ADP E6
- Evaluate the credibility of an author's argument by analyzing the validity of the reasoning (e.g., false assumptions, credible evidence, leading questions) and the use of language (e.g., loaded terms, sarcasm) ADP E7
- Distinguish between various forms of classical and contemporary logical arguments, including inductive and deductive reasoning, syllogisms and analogies ADP E7

- *Analyze the use, abuse, and effect of ambiguity, contradiction, paradox, irony, incongruities, and overstatement ADP F10*
- *Evaluate informational and technical texts for their clarity and coherence. ADP F11*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes.
ECLG 2.1

Objective 3.1.1: The student will compose effective informative or expository texts (e.g., literary analysis and other academic compositions and essays; descriptions; summaries; work-related texts (e.g., brochures, proposals, project plans, resumes). (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.1, 2.1.2; ADP A, C

The student will

- *Generate and develop a complex thesis on an abstract or inferential subject* ADP C3
- *Use an organizational structure that clarifies and advances the writing purpose (e.g., using multiple paragraphs to develop a single point)* ADP C3
- *Clarify and strengthen ideas with support drawn from both primary and secondary sources*
- *Develop the main ideas within the body of the essay through an appropriate strategy or strategies and with supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
 - *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
 - *Apply language choices that clarify thought and establish and maintain a distinctive voice and tone*
 - *Vary sentence structure, fully develop ideas, use clear syntax, and move between and among ideas with clear transitions to maintain audience interest and ensure audience understanding*
 - *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas and to achieve syntactic maturity* ECLG 3.1.7, 3.1.9
 - *Integrate quotations and citation into a written text skillfully in order to maintain the flow of ideas*
 - *Produce work-related texts (e.g., application essays, resumes, and journalistic writing) that address audience needs, use appropriate vocabulary, tone, and style, and adopt an appropriate format* ADP C10

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.2: The student will compose effective persuasive essays and arguments that advance, modify, or refute a position; use a logical structure; provide relevant and complete support; and employ effective rhetorical strategies. (*See Appendix A for the HAS ECR Rubric) ECLG 2.1.4, 2.3.4; ADP A, C

The student will

- *Generate and develop a complex thesis representing a multifaceted argument or point of view ADP C3*
- *Use an organizational structure (i.e., a clear introduction, body, and conclusion) that clarifies and advances the writing purpose and demonstrates the logic being used to argue or persuade ADP C3*
- *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations) that addresses the complexity of the thesis*
- *Develop the main ideas within the body of the essay through a variety of supporting evidence (e.g., description, narration, scenarios, anecdotes, personal ideas, commonly held beliefs, hypotheses, definitions)*
- *Combine text structures and rhetorical patterns (e.g., comparison and contrast, cause and effect, description) to examine and develop ideas*
- *Apply language choices that establish and maintain a distinctive and knowledgeable voice and tone*
- *Address readers' concerns, counterclaims, biases, and expectations*
- *Support assertions through the use of rhetorical appeals (e.g., appeal to logic through reasoning, appeal to emotion, appeal to ethical belief) in both oral and written arguments*
- *Combine and transform basic sentence patterns to vary sentence structure, to emphasize selected ideas, and to achieve syntactic maturity ECLG 3.1.7, 3.1.9*
- *Enhance meaning and refining style by employing rhetorical devices (e.g., extended use of parallelism, repetition, and analogy)*
- *Integrate quotations and citations into a written text skillfully to maintain the flow of ideas*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.3: The student will compose effective oral presentations that engage the audience by developing a controlling idea, using a logical structure, providing relevant and complete support or evidence, and including effective rhetorical strategies. ADP, A, B

The student will:

- *Establish and maintain a consistent focus (e.g. a thesis or argument, a judgment about a literary character of text, a clear point of view on a topic) ADP B6*
- *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., narrative, sequential, least to most important ideas, comparison/contrast) ADP B6*
- *Move skillfully from one idea to the next with well-chosen transitional words, expressions, and other devices) ADP B6*
- *Apply language choices that maintain a distinctive voice and an effective tone*
- *Use effective rhetorical devices to establish rapport with the audience, clarify ideas, and attend to audience interest and understanding*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formats and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.4: The student will compose effective research essays that support, modify, or refute a thesis; use a logical structure; provide relevant and complete evidence; and cite and document sources accurately. ADP A, C, D5

The student will

- *Generate and develop a controlling idea or thesis representing a multifaceted argument, issue, problem, or topic*
- *Establish and maintain a logical organizational structure appropriate to the subject, audience, and purpose (e.g., cause/effect, sequential, part to whole)*
- *Clarify and strengthen a position by using precise and relevant evidence (e.g., facts, expert opinions, quotations)*
- *Apply language choices that maintain a distinctive voice and an effective tone*

Standard 3: the student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.1: The student will compose written, oral, and multimedia presentations in a variety of formants and for a variety of audiences and purposes. ECLG 2.1

Objective 3.1.5: The student will create effective media presentations that use visuals and/or sound and appropriate technology to present a particular point of view on a topic or idea. ADP C, G

The student will

- *Establish and maintain a distinctive point of view or argument*
- *Draw on the characteristics of the medium to generate and maintain organizational structure.*
- *Determine when technology (e.g., computers, software, digital video) is the best medium or communicating ideas and selecting the appropriate technology to accomplish a specific purpose ADP C7*
- *Move comfortably between and among multiple technologies incorporated throughout the presentation*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2.3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.1: The student will prepare for writing by generating and developing ideas. ECLG 2.2.1, ADP C

The student will

- *Identify an appropriate prewriting strategy for a specific purpose or topic* ECLG 2.2.1*
- *Identify relevant sources of information* ECLG 2.2.1, ADP C1*
- *Plan writing (e.g., note taking, graphic organizers, informal outlines) ADP C1*
- *Gather initial informational from a variety of print, non-print, and human sources and evaluate its usefulness ADP C1*

Objective 3.2.2: The student will select and organize ideas for specific audiences and purposes. ECLG 2.2.2, APD C

The student will

- *Select a logical sequence of ideas or sentences* ECLG 2.2.2*
- *Determine an appropriate organizational structure emphasizing purpose and/or audience* ECLG 2.2.2*
- *Select or delete information to suit a given purpose or audience* ECLG 2.2.2*
- *Identify the logical placement of a sentence or paragraph with a text* ECLG 2.2.2*
- *Synthesize information from multiple sources ECLG 2.3.5*
- *Consider the elements of discourse (e.g., purpose, speaker, audience, form) when planning for a writing task (e.g., narrative, expository, persuasive, descriptive)*
- *Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the writing ADP C3*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2, 3

Indicator 3.2: The student will compose texts using the prewriting, drafting, revising, and editing strategies of effective writers and speaker. ECLG 2.2

Objective 3.2.3: The student will revise and edit texts for clarity, completeness, and effectiveness. ECLG 2.2.3, 3.1.4, 3.3.1, 4.3.1; ADP C5

The student will

- *Revise sentences to complete/expand ideas through the use of*
 - *logical and succinct subordination*
 - *subordination to show space or time, cause or effect, condition, concession*
 - *conciseness (eliminating awkward constructions)*
 - *effective sentence fragments to achieve a writing purpose (e.g., emphasis, informality, transition)*
- *Attend to audience needs through*
 - *eliminating weaknesses in evidence or support*
 - *using varied transitional structures (e.g., repetition, contrast)*
 - *improving the logic and coherence of the organization and controlling idea*
 - *varying sentence and type appropriate to purpose (e.g., expanding to add details, combining to coordinate and subordinate ideas)*
- *Control language structures by*
 - *inverting word order for effectiveness*
 - *employing rhetorical devices, including the extended use of parallelism, repetition, and analogy*
 - *selecting fresh and vivid language that establishes and maintains a distinctive voice and tone*
 - *using stylistic features (e.g., irony, hyperbole, understatement) and related elements for specific rhetorical and aesthetic purposes*
 - *adjusting the level and style of language, formal and informal, relative to the specific audience, situation, or purpose ECLG 3.2.1*
- *Edit texts by using internalized knowledge to identify and correct errors in*
 - *use of commonly misused words (among/between, fewer/less, amount/number, farther/further)*
 - *commas: in footnotes, with figures, to prevent misreading, between short sentences*
 - *semicolons: in in-text citations, in series items*
 - *colons: in bibliographic citations and in-text citations, with quotations*
 - *hyphens: in multi-word adjectives*
 - *ellipses*
- *Justify revisions in syntax and diction from a previous draft of a text ECLG 4.3.2*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2,3

Indicator 3.2: The student will compose texts using prewriting, drafting, revising, and editing strategies of effective writers and speakers. ECLG 2.2

Objective 3.2.4: The student will use general and specialized resourced to correct or confirm revisions and/or editorial choices. ECLG 2.2.5, 3.3.2; ADP A

- *Justify corrections and/or revisions with internalized knowledge more than from general and specialized resources.*
- *Recognize when internalized knowledge is insufficient and consult an appropriate resource for accuracy*

Objective 3.2.5: The student will prepare the final product for presentation or publication. ECLG 2.2.6, ADP D

The student will

- *Meet prescribed process deadlines ADP D4*
- *Observe all manuscript requirements*
- *Submit oral and written work within prescribed time and/or length requirements ADP D4*

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.3: The student will locate, retrieve, and use information form various sources to accomplish a purpose. ECLG 2.3 ADP D4

Objective 3.3.1: The student will narrow a research topic and generate a guiding research question, thesis, or controlling argument. ADP D

The student will

- *Define the research problem and compose a focused research question ADP D1*
- *Identify the information needed and possible sources for that information*
- *Compose a working thesis statement or controlling argument*

Objective 3.3.2: The student will assess the appropriateness of sources of information on a self-selected and/or given topic. ECLG 2.3.1, ADP D3

The student will

- *Determine the appropriateness of a source to accomplish a purpose** ECLG 2.3.1
 - *dictionary** ECLG 2.3.1
 - *thesaurus** ECLG 2.3.1
 - *encyclopedia** ECLG 2.3.1
 - *magazines** ECLG 2.3.1
 - *newspapers** ECLG 2.3.1
 - *fiction and nonfiction books** ECLG 2.3.1
 - *card catalogue (traditional and electronic)** ECLG 2.3.1
 - *on-line websites and electronic resources** ECLG 2.3.1
- *Use various information sources (e.g., traditional and electronic, including CR-DOM products and online services; direct observation, interview, survey) to obtain information on a self-selected and/or given topic* ECLG 2.3.3, ADP D2
- *Assess the advantages, disadvantages, or limitations of sources of information* ECLG 2.3.3, ADP D3

Objective 3.3.3: The student will evaluate the appropriateness of information to accomplish a purpose. ECLG 2.3.3, ADP D3

The student will

- *Assess the accuracy, honesty, reliability of the information (e.g., the author's credentials, the URL extension .gov vs .alt, the webmaster's contact information)** ECLG 2.3.3, ADP D3
- *Assess the currency and availability of the information (e.g., copyright dates, web site updates, library and online collections)** ECLG 2.3.3, ADP D3
- *Assess the variety of types of information (e.g., traditional print and online materials, maps, non-print texts, human resources)* ECLG 2.3.3, ADP D3
- *Assess the comprehensiveness of the information (e.g., multiple points of view, all aspects of an argument)* ECLG 2.3.3, ADP D3

Standard 3: The student will compose in a variety of modes by developing content, employing specific forms, and selecting language appropriate for a particular audience and purpose. ECLG 2

Indicator 3.3: The student will locate, retrieve, and use information from various sources to accomplish a purpose. ECLG 2.3.3; ADP C, D

Objective 3.3.4: The student will use a systematic process for recording and documenting information. ECLG 2.3.3; ADP C, D

The student will

- *Select from among a variety of suitable research methods (e.g., library, electronic media, personal interview, observation, surveys) to elicit and present evidence from primary and secondary sources ADP D3*
- *Select from among multiple methods of recording, organizing, and documenting information (e.g., anecdotal, scripting, highlighting, note cards, annotated bibliographies) ADP D3*
- *Apply appropriate interviewing techniques and compiling and reporting responses*
- *Determine information that should be documented* ECLG 2.3.3*
- *Identify information to include or exclude in a reference citation when using either traditional and electronic sources of information* ECLG 2.3.3*
- *Cite print or electronic sources properly when paraphrasing or summarizing information, quoting, or using manuals ADP C6, D5*
- *Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals ADP D5*
- *Use in-text citations properly*
- *Prepare a works cited page of reference materials*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.1: The student will determine the relationship among the meaning, position, form, function, and the grammatical classification of words. ECLG 3.1.3

The student will

- *Modify the position or form of words and phrases to strengthen or clarify the relationships between ideas in a sentence*
- *Apply absolute phrases and elliptical clauses to clarify the relationships between ideas in a sentence*
- *Explain the meaning, purpose, and effect of syntactic variations (e.g., incomplete and inverted syntax)*

Standard 4: The student will control language by applying Standard English in writing and speaking and making effective language choices. ECLG 3

Indicator 4.1: The student will demonstrate understanding of the nature and structure of language, including grammar concepts and skills, to strengthen control of oral and written language. ECLG 3.1

Objective 4.1.2: The student will apply Standard English grammar, punctuation, capitalization, and spelling in speaking and/or writing. ECLG 3, ADP A

The student will

- *Distinguish between colloquial and nonstandard English*
- *Assess situations for the appropriateness of formal versus informal language ECLG 3.2.1*
- *Apply Standard English for clarity, correctness, and effectiveness and to enhance audience interest and understanding ADP A*

Objective 4.1.3: The student will apply knowledge of the history and development to the English language in order to analyze and explain its dynamic nature.

The student will

- *Explain the influence of historical, political, scientific, technological, and cultural developments on the creation of new words*
- *Describe the origins and meanings of common words and foreign words and phrases used frequently in written English, and show their relationship to historical events and/or developments*
- *Describe historical changes in English usage and grammar*
- *Analyze how the English language has been developed and influenced by as well as exerted influence upon other languages, world literature, and world cultures*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to, and analyze successful oral communication. SFS 3.1

Objective 5.1.1: The student will identify purposes, intended audiences, proposed messages, and specific situations for communicating. SFS 3.1.1

The student will

- *Identify an appropriate purpose for communicating (e.g., informing, persuading, problem solving, entertaining, interpreting) SFS 3.1.1*
- *Identify an appropriate message(s) for specific situations SFS 3.1.1*
- *Determine audiences knowledge and interest and anticipate audience response SFS 3.1.1*

Objective 5.1.2: The student will participate in and contribute to large- and small-group collaboration for a variety of assigned and self-selected purposes ADP B

The student will

- *Process skills*
 - *Identify the group's purpose or goal (e.g., discussing and analyzing a literary passage as part of a seminar, panel discussion, colloquium; sharing information from a Jigsaw or other cooperative learning model; contributing to a peer review of a piece of writing; solving problem; planning a task) ADP B7*
 - *Offer input in a constructive, socially acceptable manner ADP B7*
 - *Ask appropriate questions for clarification and extension ADP B7*
 - *Listen actively to others ADP B7*
 - *Assume leadership and subordinate roles as necessary ADP B7*
- *Content understanding*
 - *Summarize the positions or main points made by the other members of the group ADP B7*

- *Identify connections, disparities, strengths, and weaknesses among the differing positions in the group ADP B7*
- *Suggest ways to arbitrate differing positions without diminishing either the position or its proponent ADP B7*
- *Cite evidence to justify maintaining or modifying one's own position ADP B7*
- *Accept ambiguity and lack of consensus among the group members ADP B7*

Standard 5: The student will communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.1: The student will plan for, contribute to , and analyze successful oral communication. SFS 3.1

Objective 5.1.3: The student will determine the effectiveness of large- and small-group collaboration and its associated product(s).

The student will

- *Analyze the extent to which the group achieves its stated goal or purpose*
- *Conduct an evaluation of group dynamics using previously established criteria (e.g., a teacher-supplied rubric, a group-generated rubric)*
- *Conduct a self-evaluation using previously established criteria*
- *Suggest strategies for improvement of identified weaknesses*
- *Set both group and individual goals for future large- and small-group collaboration*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences.
ADP B6

Objective 5.2.1: The student will apply effective rhetorical structures (e.g., introductions, sequence, illustrations, conclusions). ADP A, B

The student will

- *Vary diction to include appropriate technical language, idioms and allusions (e.g., literary, classical, biblical) that enhance the speaker's message* ADP A5
- *Effectively integrate elements of classical speech forms (i.e., introduction, transitions, body, and conclusion) in formulating arguments*
- *Establish an organization (e.g., comparison/contrast, sequence, or chronology) that enhances the message and facilitates the delivery of that message*
- *Vary transitions to enhance the structure and delivery of the presentation* ADP B6
- *Support assertions and judgments with a variety of evidence to clarify the main points and attend to audience needs and interest*
- *Produce concise notes and delivering extemporaneous speeches*

Standard 5: The student will effectively communicate orally in a variety of situations, for different audiences and purposes, and in different formats. SFS 3

Indicator 5.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP B6

Objective 5.2.2: The student will deliver effective oral presentations for a variety of purposes, in a variety of forms, and for a variety of audiences. ADP A, B

The student will

- *Vary diction to include appropriate technical language, idioms, and allusions (e.g., literary, classical, biblical, cultural) that enhance the speaker's message ADP A5*

Objective 5.2.3: The student will use appropriate props, visual aids, and electronic media to enhance accuracy and audience appeal.

The student will

- *Analyze the relationship among purpose, form, and audience to select the most effective props, visual aids, and electronic media*
- *Select and incorporate effectively a variety of visual aides to convey information and maintain audience interest*

Standard 6: The student will listen in a variety of situations and for a variety of purposes. SFS 3.2.2

Indicator 6.1: The student will process and analyze information presented orally.

Objective 6.1.1: The student will apply skills and strategies to gather and interpret verbal messages. SFS 3.2.2

The student will

- *Identify the purpose for listening (e.g., listening critically for the argument and/or thesis, listening for directions or steps in a process, or listening for enjoyment or relaxation) SFS 3.2.2*
- *Apply strategies for attending to verbal messages appropriate for the purpose or situation (e.g., taking notes, outlining, periodically summarizing, or self-questioning) SFS 3.2.2*
- *Identify key points and important details by listening for specific rhetorical strategies and other markers (e.g., repetition, parallelism, numerical and other transitions; and variations in volume, pitch, stress, and pace) SFS 3.2.2*

Objective 6.1.2: The student will demonstrate understanding of information and ideas communicated orally. ADP B

The student will

- *Identify pertinent information or details and disregard unimportant or extraneous information*
- *Restate the thesis of a speech and the elements that develop it ADP B4*
- *Summarize and/or paraphrase information presented orally by others in both small- and large-group settings (e.g., ideas or information learned from a speech of focused discussion) ADP B2, B3*
- *Respond to messages by asking questions, challenging assertions, or offering examples that confirm the message and speaker's attitude toward the subject*
- *Clarify interpretations of main ideas or themes by paraphrasing, summarizing, or representing them in some other form SFS 3.2.2*
- *Follow spoken instructions to complete a task, respond to a question, or solve a problem by focusing on critical information ADP B1*

Objective 6.1.3: The student will analyze the effect of nonverbal cues on oral communication.

The student will

- *Determine the connection between specific nonverbal cues and cultural background*
- *Determine the significance of facial expressions and hand gestures*
- *Determine the effect of proxemics (personal space) on the speaker, receiver, and the message*
- *Determine the significance of kinesics (body movement) and touch*
- *Determine the significance of paralanguage (e.g., intonation, rhythm, speed)*

